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ABSTRACT

The Wake County Public School System (WCPSS), North Carolina, has conducted surveys of high school students at intervals since 1994. Surveys have provided information about student perceptions of safety at school, school climate, quality of instruction, and specific programs and initiatives. In the spring term of 2001, the survey was distributed to students on a random sample basis, and responses were received from 12,281 elementary, middle, and high school students, for an overall response rate of approximately 89%. Students at all levels, and an increasing number of high school students, agreed that school is a safe place to learn. High school students gave more favorable ratings than in the past for school as a place to help them learn. About two-thirds of middle school and high school students reported that they were involved in after-school activities. Among the areas of concern is that fewer high school students than in the past rated their school as good or excellent in helping them learn mathematics. In addition only 26% of students overall agreed that students at their school get along with each other. Most students were not aware of some of the school district's programs designed to provide student support services, and 41% of students said they did not get any lessons in school about violence prevention. Survey results also indicate that the percentage of students reporting more than 2 hours of homework at night fell from 21% in the 1998-1999 school year to 15% in 2001. The student survey is attached. (Contains 40 figures.) (SLD)

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2000-2001

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STUDENT SURVEY RESULTS 2000-2001

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December 2001

WAKE COUNTY PUBLIC SCHOOL SYSTEM

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STUDENT SURVEY RESULTS 2000-2001

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BACKGROUND

Evaluation and Research (E&R) staff have conducted surveys of WCPSS high school students since 1994, with subsequent high school student surveys conducted in 1996, 1997, and 1999. Beginning with school year 2000-2001, student surveys will be conducted annually, sampling students at all school levels. Surveys have provided information about student perceptions of safety at school, school climate, quality of instruction, specific programs and initiatives, and, beginning in 2001, are a component of the statewide safe schools initiative.

In the spring of 2001, the survey was distributed to students on a random sample basis, rather than to all students. The 2001 survey was distributed to students of four elementary school classes, six middle school classes, and eight high school classes, randomly chosen from each school. At each elementary school, one second-, third-, fourth-, and fifth-grade class was selected. At each middle and high school, two homerooms per grade level were selected. The exception to using homerooms at the middle and high schools occurred when homerooms did not regularly meet or were not identifiable by grade level. At those schools, either two English or two Social Studies classes per grade level were randomly selected.

The length and content of the survey form also changed from earlier surveys. Previously, the high school student survey form was two pages and roughly 55 questions. For 2001, the survey was limited to one page with approximately 18 questions at the high school level, with fewer questions for other levels.

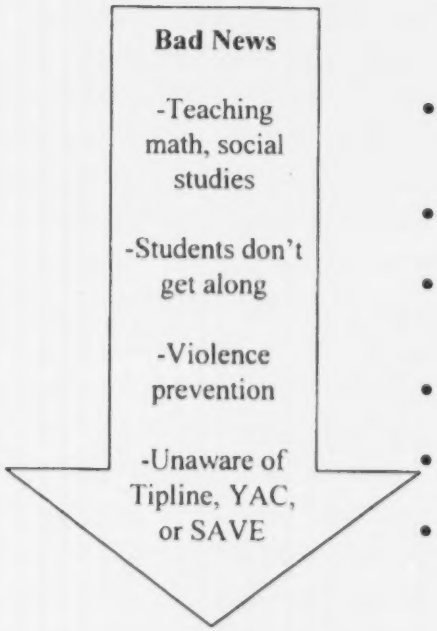
Survey forms were sent to the school principal for distribution to the selected classes. The homeroom number or homeroom teacher's name (or class subject teacher's name) was written on the outside of the class envelope, so the packages could be distributed properly, and a sufficient number of student surveys were grouped together by class to insure there were enough surveys for each student. Teachers of the selected classes scheduled a time to administer the survey, and students completed them in class.

E&R distributed surveys for approximately 13,876 elementary, middle and high school students, based upon an average of 28 students per class. 12,281 surveys were returned, resulting in a return rate of approximately 89% for all levels.

RESULTS SUMMARY

POSITIVE NEWS

- Students at all levels (and an increasing number of high school students) agree that school is a safe place to learn.
- More high school students rated their school good/ excellent in helping them learn reading (20% in 1998-99 up to 23% in 2000-01), writing (23% up to 29%), and computer and technology (21% up to 26%).
- Most students' families (91%) have a computer at home and most students (88%) use a computer for e-mailing or writing.
- About two-thirds of middle and high school students are involved in after-school activities.



AREAS OF CONCERN

- Fewer high school students rated their school good/excellent in helping them learn mathematics (33% in 1998-99 down to 28% in 2000-01) and social studies (28% down to 24%).
- Only 26% of students agree that children at their school get along with each other.
- Most students are not aware of the WAVE Save A Friend Tipline, the Youth Advisory Council (YAC), or the SAVE Club.
- 41% of students indicated they did not receive any lessons in school about violence prevention.
- The percentage of students reporting more than two hours of homework at night fell from 21% in 1998-99 to 15% in 2001.
- 64% of middle/high school students report that they read for pleasure less than one hour during a typical week.

More detail on all of the findings is provided in the following section.

2000-2001 RESPONSE PATTERNS

SCHOOL CLIMATE AND SAFETY

Students were asked whether they agreed or disagreed with to the statement, "The students at this school get along with each other." More elementary and middle school students disagreed with that statement (30% and 32% respectively) than agreed with it (23% and 22%). However, more high school respondents agreed with the statement (37%), while only 27% disagreed. Social maturity might play a role in shaping responses to this statement.

Figure 1: Response to Survey Item:
The students at this school get along with each other.

2000-2001 Results	N	Disagree	Uncertain	Agree
Elementary	6500	29.86	47.38	22.75
Middle	3074	32.04	45.90	22.06
High	2609	27.37	36.03	36.60
Overall	12183	29.88	44.58	25.54

In contrast to the previous statement, more high school students disagreed (40%) with the statement that the rules of their school were fair, and only 33% agreed. At the middle school level, more students agreed (44%) than disagreed (30%), and at the elementary level, 74% of the student respondents felt the rules were fair.

The statement "The rules of this school are fair" was included in two previous high school student surveys. Approximately 14% fewer students agreed with the statement in 2001 than in the prior surveys.

Figure 2: Response to Survey Item:
The rules of this school are fair.

2000-2001 Results	N	Disagree	Uncertain	Agree
Elementary	6509	10.23	16.05	73.71
Middle	3043	29.25	27.08	43.67
High	2592	39.78	27.55	32.68
Overall for 2000-01	12144	21.30	21.27	57.43
High Only 1998-99	19259	33.42	19.71	46.87
High Only 1996-97	4851	29.02	22.08	48.90

The same statement was posed on the Parent Survey, and Figure 3 shows the parent responses. Twice as many high school parent respondents felt the rules were fair when compared to student respondents (68% compared to 33%). 80% of the middle school parents agreed that the rules were fair compared to 44% of the middle school students – a 36-point difference. At the elementary school level, 90% of the parents and 74% of the students agreed the rules of their school were fair.

Figure 3: Parent Responses Compared to Student Responses to Survey Item: The rules of this school are fair.

2000-2001 Results	Parent N	Student N	Percent Agreeing	
			Parent	Student
Elementary	4461	6509	90.3	73.7
Middle	1938	3043	79.6	43.7
High	1526	2592	67.9	32.6

Students were asked whether they agreed with the statement "It is easy to get help from the adults at this school." 71% of the elementary school student respondents agreed, 65% of the middle school respondents agreed, and only 55% of the high school respondents agreed. This follows the trend that elementary school student respondents were more positive about their schools than high school student respondents.

Figure 4: Response to Survey Item: It is easy to get help from the adults at this school.

2000-2001 Results	N	Disagree	Uncertain	Agree
Elementary	6515	8.17	21.34	70.50
Middle	3024	11.34	23.81	64.85
High	2581	16.04	29.37	54.59
Overall	12120	10.64	23.67	65.70

OUTSIDE SCHOOL ACTIVITIES

Middle and high school students were asked to respond to the statement, "I am involved in after-school activities." Students did not specify the type of activities, nor the amount of time spent on these activities. Possible student responses were "Agree," "Uncertain," and "Disagree." 63% of middle and 69% of high school student respondents agreed that they are involved in after-school activities. This question was not asked of elementary school students.

Figure 5: Response to Survey Item:
I am involved in after-school activities such as clubs, sports, or church or community activities.

2000-2001 Results	N	Disagree	Uncertain	Agree
Elementary	0	0.00	0.00	0.00
Middle	3060	32.42	4.51	63.07
High	2610	26.78	3.98	69.23
Overall	5670	29.82	4.27	65.91

Students were asked how much time they typically spent on homework each night. As shown in Figure 6, the majority (53%) of elementary school student respondents indicated they spent 30-60 minutes on homework, and another 25% reported less than 30 minutes. The amounts of time shifts for middle school students. 46% indicated they spent 30-60 minutes on homework, and 28% reported they spent 1-2 hours. About 15% of high school students reported they spent more than two hours on homework, while only 7% of middle school students reported more than two hours.

Figure 6: Response to Survey Item:
How much time do you typically spend on school homework at night?

2000-2001 Results	N	Less than 30 mins.	30-60 mins.	1-2 hrs.	2+ hrs.
Elementary	6069	25.24	52.88	17.71	4.17
Middle	2998	18.61	46.30	28.42	6.67
High	2569	20.48	32.50	32.31	14.71
Overall for 2000	11636	22.48	46.69	23.69	7.14

		Note: Different response categories			
	N	None/Less than 1 hr.	1-2 hrs.	3-4 hrs.	4+ hrs.
High Only 1998-99	19584	27.0	52.0	17.0	4.0
High Only 1996-97	5141	28.0	53.0	15.0	4.0

A question regarding the amount of time spent on homework was asked on two prior high school student surveys, but the response choices were different and comparisons should be made cautiously. According to the two previous surveys, 72-73% of the student respondents said they spent more than one hour on homework at night compared to only 31% of the students from the 2001 survey. The percentage of students reporting more than two hours of homework at night fell from 21% in 1998-99 to 15% in 2001.

Middle and high school students were asked how much time they spent reading for pleasure each week. About one third of the middle and almost two thirds of the high school student respondents reported they spent less than an hour reading for pleasure in the course of a full week. Only 15% and 12% respectively said they spent three or more hours reading for pleasure each week.

Figure 7: Response to Survey Item:
How much time do you spend reading for pleasure during a typical week?

2000-2001 Results	N	< 1 hr.	1-2 hrs.	3+ hrs.
Middle	2992	49.16	32.39	18.45
High	2567	64.90	23.26	11.84
Overall	5559	56.43	28.17	15.40

Two survey items dealt with computers: whether students had a computer at home, and whether they use a computer. Figure 8 shows that a large majority of students—at all levels—have a computer at home, with only 9% reporting they don't. Figure 9 shows that a similarly high percentage of students use a computer at school or at home, for e-mail or writing. Only 8% of the high school students, 12% of the middle school students, and 13% of elementary students reported not using a computer for e-mail or writing.

Figure 8: Response to Survey Item:
Does your family have a computer at home?

2000-2001 Results	N	Yes	No
Elementary	6516	89.29	10.71
Middle	3075	91.64	8.36
High	2607	93.33	6.67
Overall	12198	90.75	9.25

Figure 9: Response to Survey Item:
Do you use the computer either at school or at home for e-mailing or writing?

2000-2001 Results	N	Yes	No
Elementary	6496	86.85	13.15
Middle	3066	88.49	11.51
High	2593	92.36	7.64
Overall	12155	88.44	11.56

SAFETY

Questions concerning safety were added to the 2000-2001 student survey (as well as the parent and staff surveys). Generally, school safety received high marks from student respondents this year. Questions were related to school as a safe place, the Wave Safe Schools Tipline, and the Youth Advisory Council.

School is a Safe Place

Students were asked if their school was a safe place to learn. Figure 10 shows that 77% of the 12,187 student respondents agreed or strongly agreed that their school was safe. There were significantly more elementary school respondents that agreed or strongly agreed (85%) than any other level: 17 points higher than middle school respondents (68%) and 16 points higher than high school respondents (69%). There was a large percentage of middle (25%) and high (23%) students that were uncertain whether their school was a safe place to learn.

Figure 10: Response to Survey Item:
My child's school is a safe place to learn.

2000-2001 Results	N	Disagree	Uncertain	Agree
Elementary	6504	2.86	11.96	85.18
Middle	3070	7.49	24.79	67.72
High	2613	7.69	22.96	69.35
Overall	12187	5.06	17.55	77.39

High Only 2000-01	2613	7.69	22.96	69.35
High Only 1998-99	19298	13.88	21.03	65.09
High Only 1996-97	4992	21.98	24.96	53.06

The trend of high school student respondents to the issue of safety at school is one of steady improvement. While 77% may not seem to be "enough" students who feel school is a safe place to learn, it is 24 points higher than the percentage of students in 1994.

Figure 11: High School Responses Over Time to the Survey Item:
School is a safe place to learn.

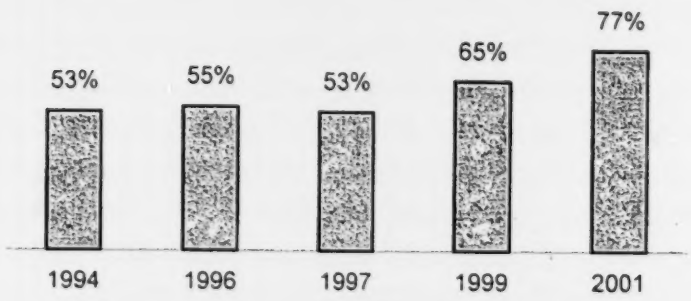


Figure 12 compares the student responses to the parent and staff responses to a similar statement.

Figure 12: All Level Response to Survey Item: School is a safe place.

	Student Respondents N = 12,187			Parent Respondents N = 7,962			Staff Respondents N = 5,738		
	ES	MS	HS	ES	MS	HS	ES	MS	HS
Disagree	2.86	7.49	7.69	1.96	5.45	6.61	3.06	4.97	1.93
Undecided	11.96	24.79	22.96	5.28	13.20	17.21	4.66	10.24	7.95
Agree	85.18	67.72	69.35	92.75	81.35	76.18	92.29	84.79	90.11
# in Group	6504	3070	2613	4487	1947	1528	2943	1348	1447

Findings shown in Figure 12 include the following:

- 93% of elementary parent survey respondents agreed or strongly agreed that school was a safe place; fewer high school parents agreed at only 76%, 16 points less than elementary school parents. Middle school parents' level of agreement was 81%.

- 85% of the elementary student survey respondents agreed or strongly agreed that school was a safe place; both middle school and high school students tallied significantly lower – 68% and 69% respectively – more than 17 points lower than elementary students. More than 30% of our middle and high school students disagreed that school was safe.

- 77% of student respondents at all levels felt their school was a safe place. Staff respondents had the most confidence on the issue (overall 90%), and the level of parent agreement was 87%.

- Middle school respondents were the most consistent in their response: 85% of students, 93% of parents, and 92% of staff felt their school was safe.

The WAVELINE: "Save A Friend"

The WAVELINE: "Save a Friend" program was put into place by Governor Hunt in February of 2000. The WAVELINE telephone hotline is available for students, parents, and community members to anonymously call in concerns they may have about friends and/or acquaintances involved in violence and/or substance abuse activities. Two questions were put on all surveys (students, parents, and staff) to track the progress of efforts to publicize WAVELINE.

Students were asked whether an anonymous telephone hotline was a good idea. Categories of response were yes, no, and no opinion. The majority of elementary school student respondents

declared that a Tipline is a good idea. At the middle school level, almost as many students responded no opinion as said yes (45% and 42% respectively). And at the high school level, almost half the students felt the hotline was a good idea, but another 35% had no opinion.

Figure 13: Response to Survey Item:
Is having an anonymous telephone hotline for keeping schools and students safe is a good idea?

2000-2001 Results	N	Yes	No	No Opinion
Elementary	6526	61.12	14.43	24.44
Middle	3066	44.98	13.37	41.65
High	2595	48.75	15.30	35.95
Overall	12187	54.43	14.35	31.22

Figure 14 below compares the student, parent and staff responses to the query of whether an anonymous telephone hotline is a good idea.

Figure 14: Comparison of Student, Parent and Staff Responses to Survey Item:
Is having an anonymous telephone hotline for keeping schools and students safe is a good idea?

	Student Respondents N = 12,187			Parent Respondents N = 7,769			Staff Respondents N = 5,689		
	ES	MS	HS	ES	MS	HS	ES	MS	HS
No	14.43	13.37	15.30	6.37	5.73	7.38	2.85	2.31	1.75
No Opinion/Uncert.	24.44	41.65	35.95	19.07	15.19	14.76	24.42	16.85	15.78
Yes	61.12	44.98	48.75	74.56	79.07	77.86	72.74	80.84	82.47
# in Group	6526	3066	2595	4363	1902	1504	2916	1341	1432

Findings shown in Figure 14 include the following:

- One of the more noticeable differences when comparing responses from students, parents and staff was the low percentage of students who felt an anonymous telephone hotline was a good idea. Less than half of the middle and high school student respondents indicated it was a good idea, and only 61% of elementary school respondents agreed. This is significantly lower than parent and staff respondents.

- Parents were consistent across school levels with 75%, 79%, and 78% of elementary, middle and high school parents agreeing that the hotline was a good idea.

- Middle school and high school staff respondents gave the highest percentage of positive responses to this issue, with 81% and 82% agreeing with the statement.

Figure 15 shows that most student respondents—at all levels—were not aware of the WAVELINE "Save a Friend" Tipline. Only 16% of the middle school student respondents, 14% of the high school respondents, and 11% of the elementary school respondents knew of the Tipline initiative.

Figure 15: Response to Survey Item:
Are you aware of the WAVE Safe Schools (Save A Friend) Tipline?

2000-2001 Results	N	Yes	No
Elementary	6547	11.46	88.54
Middle	3058	16.35	83.65
High	2602	13.76	86.24
Overall	12207	13.18	86.82

A comparison of responses from students, parents, and staff shows that students knew less about the Tipline than parents, and parents knew less than staff. At all levels, a higher percentage of school staff respondents were aware of this Tipline. More middle school respondents – students, parents, and staff – knew about the Tipline than high school respondents, and elementary school respondents' awareness was lowest. Details are shown in Figure 16.

Figure 16: Comparison of Student, Parent and Staff Responses to Survey Item:
Are you aware of the WAVE Safe Schools (Save A Friend) Tipline?

	Student Respondents N = 12,207			Parent Respondents N = 7,790			Staff Respondents N = 5,654		
	ES	MS	HS	ES	MS	HS	ES	MS	HS
No	88.54	83.65	86.24	82.69	80.05	82.62	38.06	29.85	28.26
Uncertain*							39.92	30.90	34.01
Yes	11.46	16.35	13.76	17.31	19.95	17.38	22.01	39.24	34.01
# in Group	6547	3058	2602	4378	1910	1502	2898	1330	1426

*Uncertain was an option only on the Staff Surveys.

Youth Advisory Council

The Youth Advisory Council was established in the Fall of 1999 to help reduce violence, drug use, and alcohol use in schools and communities. It also focuses on developing leadership skills, teaching character traits, and increasing community outreach. Activities of the Youth Advisory Council include twice-monthly meetings, a yearly Safe School Summit, participation in the Wake County Ropes program/retreat, and on-going participation on adult councils.

Middle school and high school students were asked if they were aware of the Youth Advisory Council. Nearly all of the students (91% and 92% respectively) said they were not aware of this Council.

Figure 17: Response to Survey Item:
Are you aware of the countywide Youth Advisory Council?

2000-2001 Results	N	Yes	No
Middle	3032	9.37	90.63
High	2567	8.02	91.98
Overall	5599	8.75	91.25

Figure 18 indicates that, of the 9% of middle and high school students who knew of the Youth Advisory Council, 28% agreed that it helped to lower violence and prevent substance abuse; and 16% felt that it had not helped. At the high school level, about the same percentage of students (21%) reported that it helped and didn't help. The majority of students who had indicated they were aware of the Youth Advisory Council had no opinion about its effectiveness.

Figure 18: Response to Survey Item:
Do you think the Youth Advisory Council has helped lower violence and prevent substance abuse at schools?
(Responses of students answering Yes in Figure 17)

2000-2001 Results	N	Yes	No	No Opinion
Middle	280	32.14	13.21	54.64
High	206	21.36	20.87	57.77
Overall	486	27.57	16.46	55.97

SAVE Club

Students Against Violence Everywhere (S.A.V.E.) is a student-driven organization. Students learn about alternatives to violence and practice what they learn through school and community service projects. As they participate in S.A.V.E. activities, students learn conflict management and mediation skills and the virtues of good citizenship, civility, and nonviolence.

Students were asked if they thought the SAVE club had helped to lower violence and prevent substance abuse. About two thirds of middle and high school student respondents reported no opinion, and twice as many students responded "No" as responded "Yes".

Figure 19: Response to Survey Item:
Do you think the SAVE club in your school has helped lower violence and prevent substance abuse?

2000-2001 Results	N	Yes	No	No Opinion
Middle	3069	12.61	20.07	67.32
High	2600	9.50	24.69	65.81
Overall	5669	11.18	22.19	66.63

Violence Prevention

Middle and high school students responded to the statement, "The adults in this school help students learn how to solve problems in a non-violent manner." Categories of response were disagree, uncertain, and agree. 72% of the 3,056 middle school students agreed, while 21% were uncertain. At the high school level, 54% of the student respondents agreed that adults help students learn how to solve problems in a non-violent manner, another 33% were uncertain, and 13% disagreed.

Figure 20: Response to Survey Item:
The adults in this school help students learn how to solve problems in a non-violent manner.

2000-2001 Results	N	Disagree	Uncertain	Agree
Middle	3056	7.82	20.65	71.53
High	2608	12.50	33.17	54.33
Overall	5664	9.97	26.41	63.61

In a related question, on 19% of high school student respondents indicated they had lessons in school about violence during the school year. This is 43 points lower than at the middle school level, and 55 points more than at the elementary school level.

Figure 21: Response to Survey Item:
Have you had lessons in school about violence prevention this year?

2000-2001 Results	N	Yes	No
Elementary	6514	74.46	25.54
Middle	3040	61.51	38.49
High	2571	18.94	81.06
Overall	12125	59.44	40.56

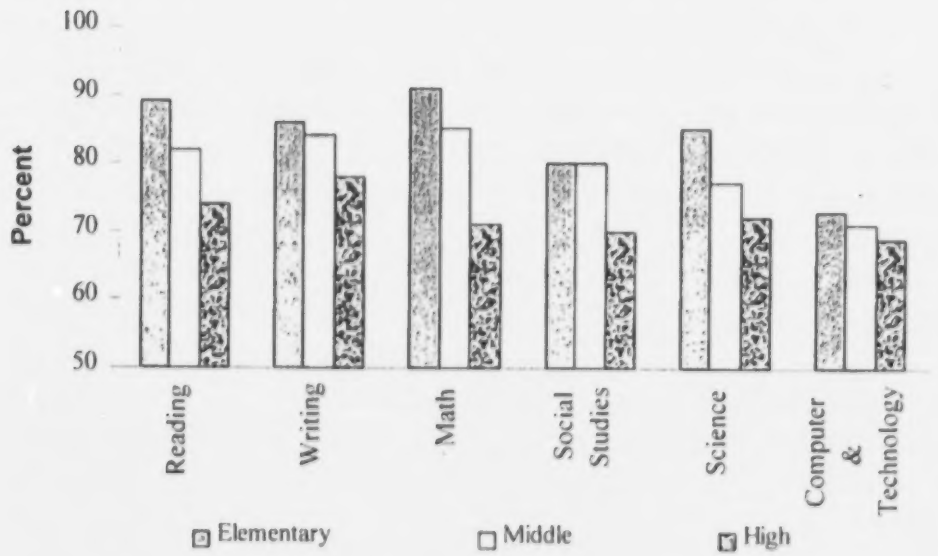
QUALITY OF EDUCATION

Students were asked to rate their school in helping them learn various subjects. Core subjects included reading, writing, mathematics, social studies, and science. Elective areas included visual/performing arts and computer/technology. The following trends were recognized:

- Core classes received consistently good/excellent responses from students across all levels. The general trend was that elementary school student respondents gave the highest ratings, middle school students the next highest, and high school students the lowest ratings.
- Elementary level students tallied the highest ratings, with 80 to 91 percent rating the core classes as good/excellent. At the middle school level, the positive responses ranged from 77 to 85 percent, and at the high school level, positive responses ranged from 70 to 78 percent.
- Of the core subjects, students gave the highest good/excellent responses in the areas of mathematics and writing. (In contrast, parents, asked the equivalent question on the parent survey, gave the highest good/excellent responses in the category of reading.)
- Of the core subjects, elementary and high school students gave the lowest ratings in the subject of social studies. At the middle school level, science received the lowest ratings.
- The subject area receiving the lowest percentage of good/excellent ratings, across all levels, was the area of computer and technology skills.

Figure 22 summarizes the percent of good/excellent responses for each school level and subject.

Figure 22: Percent of Positive Responses (Good to Excellent) by Subject and School Level



Figures 23 through 36 detail the student responses at each level, the overall percentage for WCPSS, and the high school results from the 1998-1999 and 1996-1997 student surveys. Following the detailed responses, a graph compares high school responses for the three most recent surveys.

Reading

89% of elementary school students, 82% of middle school students, and 74% of high school students rated their school as good/excellent in helping them learn reading skills. Twice as many elementary school students rated their school as excellent in teaching reading than high school students (48% compared to 23%).

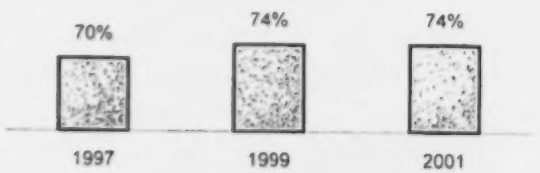
Figure 23: Response to Survey Item:
How would you rate this school in helping you learn reading skills.

2000-2001 Results	N	Poor	Fair	Good	Excellent
Elementary	6474	2.27	8.96	40.49	48.29
Middle	3064	4.11	14.33	48.01	33.55
High	2602	4.84	21.33	51.23	22.60
Overall for 2001	12140	3.29	12.97	44.69	39.06

High Only 2000-01	2602	4.84	21.33	51.23	22.60
High Only 1998-99	19275	4.80	21.09	53.70	20.40
High Only 1996-97	5056	6.55	23.89	51.50	18.06

High school student respondents have been consistent over several high school student surveys, with 74% of the students rating their school either good or excellent in helping them learn reading skills in both 1999 and 2001.

Figure 24:
Percentage of High School Students Answering Good/Excellent to Survey Item:
How would you rate this school in helping you learn reading skills.



Writing

Responses to this item followed the general trend where more elementary students rated their school good/excellent in helping students learn writing skills (86%). Smaller percentages of middle school students (84%) and high school students (78%) reported the same rating. High school student respondents gave the highest marks compared to their responses to other subject-related items.

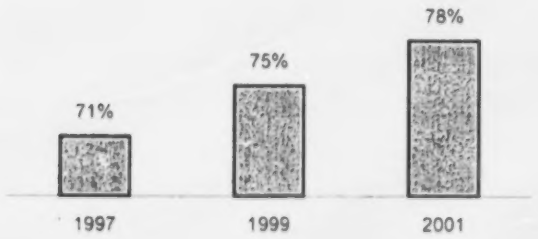
Figure 25: Response to Survey Item:
How would you rate this school in helping you learn writing skills.

2000-2001 Results	N	Poor	Fair	Good	Excellent
Elementary	6466	2.63	11.66	33.96	51.75
Middle	3064	3.85	12.60	41.38	42.17
High	2598	4.27	17.47	49.35	28.91
Overall for 2001	12128	3.29	13.14	39.13	44.44

High Only 2000-01	2598	4.27	17.47	49.35	28.91
High Only 1998-99	19215	4.76	20.56	51.93	22.75
High Only 1996-97	5031	6.20	23.12	51.24	19.44

High school student survey respondents who felt the school was good/excellent in helping them learn writing skills has increased significantly with each survey. From 1997 to 2001, the positive response increased 13 points, from 71% in 1997 to 78% in 2001.

Figure 26:
High School Students Answering Good/Excellent to Survey Item:
How would you rate this school in helping you learn writing skills.



Mathematics

The highest overall percentage of good/excellent responses was in the subject of mathematics. Elementary and middle school student respondents gave the highest marks to schools in helping them learn mathematics skills than any other subject – 90% of elementary and 85% of middle school students. 75% of the high school student respondents gave good/excellent responses in this subject area.

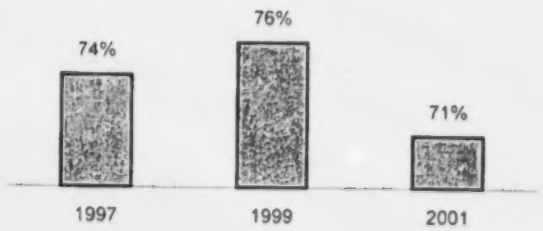
Figure 27: Response to Survey Item:
How would you rate this school in helping you learn mathematics skills.

2000-2001 Results	N	Poor	Fair	Good	Excellent
Elementary	6471	2.55	7.29	22.89	67.27
Middle	3056	3.80	11.58	31.97	52.65
High	2578	7.87	21.18	42.75	28.20
Overall for 2001	12105	4.00	11.33	29.41	55.26

High Only 2000-01	2578	7.87	21.18	42.75	28.20
High Only 1998-99	19191	6.60	17.17	43.35	32.87
High Only 1996-97	5036	8.16	17.49	40.77	33.58

The percentage of high school student respondents who felt their school was good/excellent in helping students learn mathematics skills dropped from 76% in 2000 to 71% in 2001.

Figure 28:
High School Students Answering Good/Excellent to Survey Item:
How would you rate this school in helping you learn mathematics skills.



Social Studies

While mathematics received the highest overall percentage of good/excellent responses of all core subjects, social studies had the lowest overall percentage of 78%. Elementary and high school student respondents gave the lowest marks to schools in helping students learn social studies skills than any other subject – 80% of elementary and 70% of high school students gave good/excellent marks. 80% of the middle school student respondents gave good/excellent responses in this subject.

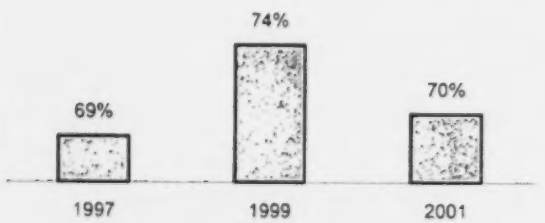
Figure 29: Response to Survey Item:
How would you rate this school in helping you learn social studies skills.

2000-2001 Results	N	Poor	Fair	Good	Excellent
Elementary	6422	4.13	15.71	37.34	42.82
Middle	3046	6.27	13.30	37.13	43.30
High	2584	7.39	22.64	46.25	23.72
Overall for 2001	12052	5.37	16.59	39.20	38.85

High Only 2000-01	2584	7.39	22.64	46.25	23.72
High Only 1998-99	19123	6.37	19.65	46.24	27.74
High Only 1996-97	5011	9.02	22.31	43.96	24.71

As was the case in mathematics, the percentage of high school student respondents who felt their school was good/excellent in helping students learn social studies skills dropped from 74% in 1999 to 70% in 2001.

Figure 30:
High School Students Answering Good/Excellent to Survey Item:
How would you rate this school in helping you learn social studies skills.



Science

The pattern of positive responses from students regarding the subject of science was similar to other subjects. Elementary level respondents rated science instruction the highest (85%), then middle school respondents (77%) and high school respondents (72%).

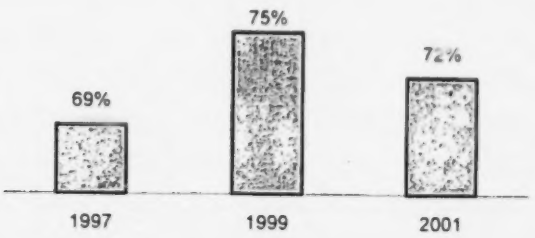
Figure 31: Response to Survey Item:
How would you rate this school in helping you learn science skills.

2000-2001 Results	N	Poor	Fair	Good	Excellent
Elementary	6418	3.76	11.44	31.85	52.96
Middle	3052	7.67	14.91	37.12	40.30
High	2585	6.89	21.04	46.03	26.03
Overall for 2001	12055	5.42	14.38	36.22	43.98

High Only 2000-01	2585	6.89	21.04	46.03	26.03
High Only 1998-99	19098	6.41	18.44	45.30	29.85
High Only 1996-97	4999	9.64	21.64	42.09	26.63

Once again, fewer high school students gave good/excellent marks to schools in helping students learn science skills in 2001 than in 1999 (down from 75% to 72%).

Figure 32:
High School Students Answering Good/Excellent to Survey Item:
How would you rate this school in helping you learn science skills.



Computer and Technology Skills

Positive responses from students were most consistent across levels regarding the subject of computer and technology skills. Elementary level respondents rated this subject good/excellent most frequently (73%) and high school respondents only four points lower (69%). It should be noted that elementary students chose excellent more frequently than good, while middle and high school students chose good more frequently.

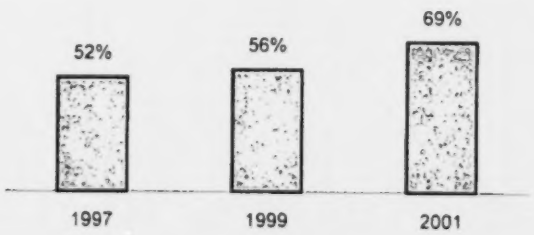
Figure 33: Response to Survey Item:
How would you rate this school in helping you learn computer and technology skills.

2000-2001 Results	N	Poor	Fair	Good	Excellent
Elementary	6449	9.77	17.23	29.99	43.01
Middle	3048	9.35	19.65	36.19	34.81
High	2576	7.49	23.41	43.01	26.09
Overall for 2001	12073	9.18	19.16	34.33	37.33

High Only 2000-01	2576	7.49	23.41	43.01	26.09
High Only 1998-99	18963	15.64	28.11	35.07	21.18
High Only 1996-97	4940	17.17	30.43	36.13	16.28

Comparing high school respondents over the past three survey years, more students are giving good/excellent marks to their school in helping students learn computer and technology skills. In 1997, only 52% returned positive results. In 2001, 69% of the students gave positive results, a significant increase of 17 points.

Figure 34:
High School Students Answering Good/Excellent to Survey Item:
How would you rate this school in helping you learn computer and technology skills.



Performing or Visual Arts

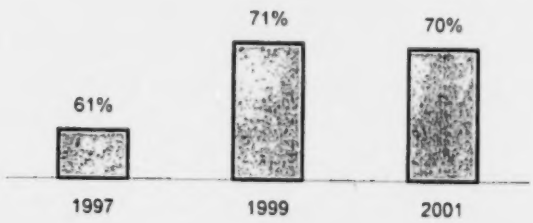
70% of high school student respondents felt their school was good/excellent in helping students learn performing or visual arts skills. This subject was not rated by elementary or middle school students.

Figure 35: Response to Survey Item:
How would you rate this school in helping you learn performing or visual arts skills.

	N	Poor	Fair	Good	Excellent
High Only 2000-01	2563	7.92	22.08	42.22	27.78
High Only 1998-99	18069	10.06	19.40	35.70	34.84
High Only 1996-97	4826	15.83	23.66	33.11	27.39

The percent of high school respondents who felt their school was good/excellent in helping students learn performing or visual arts skills remained consistent over the past two surveys, with 71% for 1999 and 70% for 2001.

Figure 36:
High School Students Answering Good/Excellent to Survey Item:
How would you rate this school in helping you learn visual or performing arts skills.



Skills Needed to Get a Job

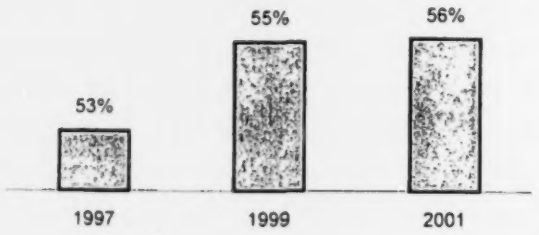
High school students were asked to rate their school in helping students learn skills needed to get a job. This question was asked at the high school level only. More than half (56%) agreed that their school was good/excellent in this task.

Figure 37: Response to Survey Item:
How would you rate this school in helping you learn skills needed to get a job.

	N	Poor	Fair	Good	Excellent
High Only 2000-01	2583	13.59	30.89	36.31	19.20
High Only 1998-99	18832	14.16	30.42	37.63	17.79
High Only 1996-97	4896	15.48	31.15	38.09	15.28

High school students have been slightly more positive in responding to this item over the past three surveys. In 1997, 53% gave good/excellent marks, 55% in 1999, and 56% in 2001.

Figure 38:
High School Students Answering Good/Excellent to Survey Item:
How would you rate this school in helping you learn skills needed to get a job.



Skills Needed for College

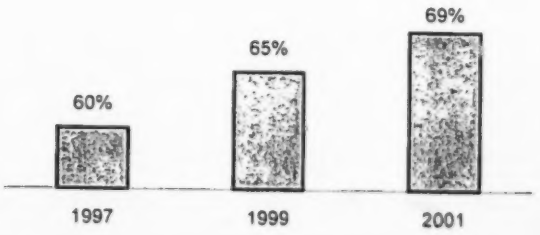
High school students were also asked to rate their school in helping students learn skills needed for college. 69% of the student respondents rated their school as good/excellent

Figure 39: Response to Survey Item:
How would you rate this school in helping you learn skills needed for college.

	N	Poor	Fair	Good	Excellent
High Only 2000-01	2592	7.56	23.80	41.01	27.62
High Only 1998-99	18885	9.21	25.69	44.14	20.96
High Only 1996-97	4909	12.06	27.70	41.13	19.11

More high school students indicated their school is helping them learn skills needed for college than in previous surveys. In 2001, 69% of the student respondents rated their school as good/ excellent, an increase of nine points from 1997.

Figure 40:
High School Students Answering Good/Excellent to Survey Item:
How would you rate this school in helping you learn skills needed for college.



Parent Responses Compared to Student Responses

The questions rating the school in helping students learn core subjects as well as computer and technology skills were asked on both the parent survey and the student survey. A detailed analysis through text, charts, and graphs for each subject is provided on pages 10-15 of the E&R Report No. 01.43 (Parent Survey Results 2000-2001) dated December 2001. Findings include the following:

Reading - Elementary and middle school student and parent respondents were very similar in their ratings of the teaching of reading skills. Disparity between the students and parents occurred at the high school level where students gave lower ratings.

Writing - Parent respondents were more critical than student respondents except at the high school level where an equal percentage (78%) responded good/excellent.

Mathematics - Both students and parents respondents were more positive at the elementary school level (90% and 86% respectively) compared to respondents at the high school level (71% and 77% respectively). Students at the high school level (29%) were again more critical than parents.

Social Studies - Social studies was the one subject where more parent than student respondents rated their school good/excellent at all school levels. At the middle school level, the surveys showed a difference of 3 points. There was a 5-point difference at the elementary level, and 8 points at the high school level.

Science - Elementary school respondents tallied the highest percentage of good/excellent responses for both students and parents. There was little variance (2 points) between elementary, middle and high school parent respondents. A wider (13 point) variance occurred among like student respondents.

Computer and Technology Skills - This category received more poor/fair responses from both students and parents, at elementary, middle and high school levels, than any other subject. Parents were more consistent in their positive (good/excellent) responses across school levels (71% – 76%) whereas student responses showed more variance (69% - 89%). Student responses were highest at the elementary level, and parent responses were highest at the middle/high school level.

NEED MORE INFORMATION?

Complete results for individual schools and the appropriate school level have been provided to each school principal and can be obtained from the Department of Evaluation and Research. If you have questions about the parent survey, call Wanda Wildman at (919) 850-1878 or send e-mail to wwildman@wcpss.net.

STUDENT SURVEY - HIGH SCHOOL

USE PENCIL ONLY

Please use a pencil to darken the bubble beside your school's name.

- Apex
- Athens Drive
- Broughton
- Cary
- East Wake
- Enloe
- Fuquay-Varina
- Garner
- Green Hope
- Leesville
- Longview
- Millbrook
- Phillips
- Sanderson
- Southeast Raleigh
- Wakefield
- Wake Forest-Rolesville

Please darken the bubble indicating whether you agree or are uncertain or disagree with the following statements:

	Agree	Uncertain	Disagree
1. This school is a safe place to learn.			
2. The students at this school get along with each other.			
3. The rules of this school are fair.			
4. It is easy to get help from the adults in this school.			
5. The adults in this school help students learn how to solve problems in a non-violent manner.			
6. The adults in this school help students learn how to make good decisions and plan for the future.			
7. I am involved in after school activities such as clubs, sports, or church or community activities.			

Please darken the bubble beside the best answer to each of the following questions:

8. **How much time do you typically spend on school homework at night?**
   Less than 30 minutes 30 - 60 minutes 1 - 2 hours More than two hours

9. **How much time do you spend reading for pleasure during a typical week?**
   Less than an hour 1 - 2 hours 3 hours or more

10. **Do you think having an anonymous telephone hotline for keeping schools and students safe is a good idea?**
    Yes No No Opinion

11. **Do you know about the WAVE Safe Schools (Save A Friend) Tipline?** Yes No

12. **Have you had lessons in school about violence prevention this year?** Yes No

13. **How would you rate this school in helping you learn:**

	Excellent	Good	Fair	Poor
reading skills				
writing skills				
mathematics skills				
social studies skills				
science skills				
performing or visual arts skills				
computer and technology skills				
skills needed to get a job				
skills needed for college				

14. **Does your family have a computer at home?** Yes No
15. **Do you use the computer either at school or at home for e-mail or writing?** Yes No
16. **Are you aware of the countywide Youth Advisory Council?** Yes No
17. **Do you think the Youth Advisory Council has helped lower violence and prevent substance abuse at schools?**
    Yes No I don't know
18. **Do you think the SAVE club in your school has helped lower violence and prevent substance abuse?**
    Yes No I don't know

Attachment 1(b)

STUDENT SURVEY - MIDDLE SCHOOL

Please use a pencil to darken the bubble beside your school's name.

- ○ Apex
- ○ Carnage
- ○ Carroll
- ○ Centennial Campus
- ○ Daniels
- ○ Davis Drive
- ○ Dillard
- ○ Durant Road
- ○ East Cary
- ○ East Garner
- ○ East Millbrook
- ○ East Wake
- ○ Fuquay-Varina
- ○ Leesville Road
- ○ Ligon
- ○ Lufkin Road
- ○ Martin
- ○ Mt. Vernon
- ○ North Garner
- ○ Wake Forest-Rolesville
- ○ Wakefield
- ○ West Cary
- ○ West Lake
- ○ West Millbrook
- ○ Zebulon

Please darken the bubble indicating whether you agree or are uncertain or disagree with the following statements:

	Agree	Uncertain	Disagree
1. This school is a safe place to learn.	○	○	○
2. The students at this school get along with each other.	○	○	○
3. The rules of this school are fair.	○	○	○
4. It is easy to get help from the adults in this school.	○	○	○
5. The adults in this school help students learn how to solve problems in a non-violent manner.	○	○	○
6. I am involved in after school activities such as clubs, sports, or church or community activities.	○	○	○

Please darken the bubble beside the best answer to each of the following questions:

7. **How much time do you typically spend on school homework at night?**
   ○ Less than 30 minutes ○ 30 - 60 minutes ○ 1 - 2 hours ○ More than two hours

8. **How much time do you spend reading for pleasure during a typical week?**
   ○ Less than an hour ○ 1 - 2 hours ○ 3 hours or more

9. **Do you think having an anonymous telephone hotline for keeping schools and students safe is a good idea?**
   ○ Yes ○ No ○ No Opinion

10. **Do you know about the WAVE Safe Schools (Save A Friend) Tipline?** ○ Yes ○ No

11. **Have you had lessons in school about violence prevention this year?** ○ Yes ○ No

12. **How would you rate this school in helping you learn:**

	Excellent	Good	Fair	Poor
reading skills	○	○	○	○
writing skills	○	○	○	○
mathematics skills	○	○	○	○
social studies skills	○	○	○	○
science skills	○	○	○	○
computer and technology skills	○	○	○	○

13. **Does your family have a computer at home?** ○ Yes ○ No

14. **Do you use the computer either at school or at home for e-mail or writing?** ○ Yes ○ No

15. **Are you aware of the countywide Youth Advisory Council?** ○ Yes ○ No

16. **Do you think the Youth Advisory Council has helped lower violence and prevent substance abuse at schools?**
    ○ Yes ○ No ○ I don't know

17. **Do you think the SAVE club in your school has helped lower violence and prevent substance abuse?**
    ○ Yes ○ No ○ I don't know

Attachment 1(a)

STUDENT SURVEY - ELEMENTARY

USE PENCIL ONLY

Please use a pencil to darken the bubble beside your school's name.

Adams	Conn	Holly Springs	Lynn Road	Powell	Wake Forest
Apex	Creech Rd.	Hodge Road	Middle Creek	Rand Road	Wakefield
Aversboro	Davis Drive	Hunter	Millbrook	Reedy Creek	Washington
Baileywick	Dillard Drive	Jeffreys Grove	Morrisville	Rolesville	Weatherstone
Baucom	Douglas	Jones Dairy	North Ridge	Root	Wendell
Brassfield	Durant Rd.	Joyner	Northwoods	Salem	West Lake
Brentwood	Farmington Woods	Kingswood	Oak Grove	Smith	Wilburn
Briarcliff	Fox Road	Knightdale	Olds	Stough	Wildwood Forest
Brooks	Fuller	Lacy	Olive Chapel	Swift Creek	Wiley
Bugg	Fuquay-Varina	Leesville Rd	Partnership	Timber Drive	Willow Springs
Carver	Green	Lead Mine	Penny Road	Underwood	Yates Mill Pond
Cary	Green Hope	Lincoln Heights	Pleasant Union	Vance	York
Combs	Hilburn	Lockhart	Poe	Vandora Springs	Zebulon

Please darken the bubble indicating whether you agree or are uncertain or disagree with the following statements:

	Agree	Uncertain	Disagree
1. This school is a safe place to learn.	○	○	○
2. The students at this school get along with each other.	○	○	○
3. The rules of this school are fair.	○	○	○
4. It is easy to get help from the adults in this school.	○	○	○

Please darken the bubble beside the best answer to each of the following questions:

5. **How much time do you usually spend on school homework at night?**
   ○ Less than 30 minutes ○ 30 - 60 minutes ○ 1 - 2 hours ○ More than two hours

6. **Do you think having an anonymous telephone hotline for keeping schools and students safe is a good idea?**
   ○ Yes ○ No ○ No Opinion

7. **Do you know about the WAVE Safe Schools (Save A Friend) Tipline?** ○ Yes ○ No

8. **Have you had lessons in school about violence prevention this year?** ○ Yes ○ No

9. **How would you rate this school in helping you learn:**

	Excellent	Good	Fair	Poor
reading skills	○	○	○	○
writing skills	○	○	○	○
mathematics skills	○	○	○	○
social studies skills	○	○	○	○
science skills	○	○	○	○
computer and technology skills	○	○	○	○

10. **Does your family have a computer at home?** ○ Yes ○ No

11. **Do you use the computer either at school or at home for e-mail or writing?** ○ Yes ○ No

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